

## ROSEWOOD ELEMENTARY

3300 Rosewood Drive  
Columbia, South Carolina 29205

**GRADES** K-5 Elementary School

**ENROLLMENT** 380 Students

**PRINCIPAL** Dr. Ted Wachter 803-343-2930

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	35	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

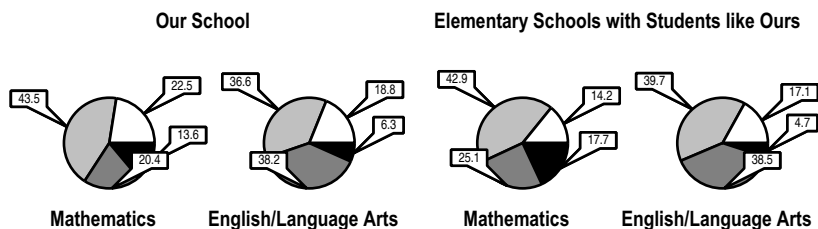
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Good	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	30	71	50
Percent satisfied with learning environment	100.0%	82.9%	85.1%
Percent satisfied with social and physical environment	96.7%	82.6%	84.8%
Percent satisfied with home-school relations	93.1%	89.9%	85.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	206	100.0	18.8	36.6	38.2	6.3	44.5	17.6
Gender								
Male	100	100.0	18.1	40.4	34.0	7.4	41.5	17.6
Female	106	100.0	19.6	33.0	42.3	5.2	47.4	17.6
Racial/Ethnic Group								
White	115	100.0	9.3	35.2	47.2	8.3	55.6	17.6
African-American	80	100.0	35.1	35.1	27.0	2.7	29.7	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	185	100.0	16.9	36.6	39.5	7.0	46.5	17.6
Disabled	21	100.0	36.8	36.8	26.3	N/A	26.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	206	100.0	18.9	36.3	38.4	6.3	44.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	206	100.0	18.8	36.6	38.2	6.3	44.5	17.6
Socio-Economic Status								
Subsidized meals	77	100.0	35.2	39.4	23.9	1.4	25.4	17.6
Full-pay meals	129	100.0	9.2	35.0	46.7	9.2	55.8	17.6

Mathematics								
All students	206	100.0	22.5	43.5	20.4	13.6	34.0	15.5
Gender								
Male	100	100.0	18.1	42.6	22.3	17.0	39.4	15.5
Female	106	100.0	26.8	44.3	18.6	10.3	28.9	15.5
Racial/Ethnic Group								
White	115	100.0	10.2	43.5	25.0	21.3	46.3	15.5
African-American	80	100.0	41.9	41.9	13.5	2.7	16.2	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	185	100.0	20.9	43.6	20.9	14.5	35.5	15.5
Disabled	21	100.0	36.8	42.1	15.8	5.3	21.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	206	100.0	22.6	43.7	20.0	13.7	33.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	206	100.0	22.5	43.5	20.4	13.6	34.0	15.5
Socio-Economic Status								
Subsidized meals	77	100.0	42.3	43.7	12.7	1.4	14.1	15.5
Full-pay meals	129	100.0	10.8	43.3	25.0	20.8	45.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	20.6	28.6	46.0	4.8	50.8
	Grade 4	74	N/A	21.6	36.5	40.5	1.4	41.9
	Grade 5	46	N/A	10.9	52.2	32.6	4.3	37.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	8.9	32.1	44.6	14.3	58.9
	Grade 4	66	100.0	12.5	34.4	46.9	6.3	53.1
	Grade 5	78	100.0	32.4	42.3	25.4	N/A	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	28.6	44.4	20.6	6.3	27.0
	Grade 4	74	N/A	25.7	33.8	21.6	18.9	40.5
	Grade 5	46	N/A	15.2	37.0	17.4	30.4	47.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	16.1	46.4	25.0	12.5	37.5
	Grade 4	66	100.0	18.8	45.3	20.3	15.6	35.9
	Grade 5	78	100.0	31.0	39.4	16.9	12.7	29.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 380)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.0%	Up from 0.6%	1.8%	2.4%
Attendance rate	95.5%	Down from 96.7%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	34.3%	Up from 27.0%	23.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.6%	Down from 5.0%	7.0%	8.0%
Older than usual for grade	0.3%	No change	0.5%	1.1%
Suspended or expelled	0.0%	Down from 1.9%	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	58.6%	Down from 62.1%	53.7%	50.0%
Continuing contract teachers	82.8%	Down from 86.2%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.8%	Up from 78.2%	88.4%	86.2%
Teacher attendance rate	95.1%	Down from 95.6%	95.8%	95.3%
Average teacher salary	\$43,617	Up 3.7%	\$41,904	\$39,909
Prof. development days/teacher	N/R	N/R	10.2 days	11.4 days

School				
Principal's years at school	27.0	Up from 20.0	5.0	4.0
Student-teacher ratio	18.0 to 1	Up from 17.1 to 1	20.0 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 91.6%	90.9%	89.7%
Dollars spent per pupil*	\$6,235	Up 14.2%	\$5,513	\$5,892
Percent spent on teacher salaries*	74.6%	Up from 71.4%	68.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Rosewood Elementary School, in its seventy-eighth year, is one of Columbia's most diverse and high-achieving schools. While approximately forty percent of our students qualify for free and reduced lunch, our school has one of the largest percentages of Advanced Academic Placement (AAP) students in the district.

For the 2000-01 and 2001-02 school years our school was awarded the state's Palmetto Silver Award for students' improvement on PACT.

In kindergarten students learn how to read with the help of "Breakthrough to Literacy," a computerized and individualized program of reading instruction. Beginning in first grade, students needing extra help in reading and/or math are provided smaller classes in these subjects. Beginning in third grade, students are eligible for academically advanced classes in reading and math. Each grade level sponsors its own community service project. Students participate in an annual science fair. Our conservation and recycling efforts have led to recognition as an environmentally friendly Earth Flag school.

Test results indicate that approximately one-fifth of our students do not demonstrate basic competency in reading, and approximately one-fourth do not do so in mathematics. We have addressed this problem by significantly enlarging the scope of our "Accelerated Reader Program," thanks to a generous donation from our parent and teacher association. The program, through individualized and computerized instruction, encourages students to read books and rewards them for their efforts. Also, we have employed four tutors who work with third-, fourth-, and fifth-graders in reading and mathematics. We also implemented a computerized remedial reading and mathematics program; students in need of extra help attended this program for an hour each day for nine weeks during the school year.

Our school is fortunate to have a strong group of parents who volunteer their time. Our local Bi-Lo grocery has donated generously to our school, and the Mayor's Office and the Five Points Optimist Club have provided Lunch Buddies for our students. The Optimists also sponsor a Junior Optimist Club for our students, which meets every other week after school.

Ted Wachter, Principal, Rosewood Elementary

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.